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ABSTRACT

An outline for determining the language-learning needs of adults in Europe is developed in this model. A situational approach is prescribed which delimits the linguistic field and facilitates mastery of the subject area. The learning units, needs, motivations, educational objectives, and problems are discussed in the introductory section. A comprehensive model and a section on practical applications are included. (RL)

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Modern Languages

A Model for the definition of Adult Language Needs

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A MODEL FOR THE DEFINITION OF LANGUAGE NEEDS OF ADULTS LEARNING A MODERN LANGUAGE

by

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MAY 1972

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"In mathematics or logic, when an object is treated as a particular instance of a more general, more abstract object, all the properties of the latter are found in the former; in other words, the 'abstract' model is never in conflict with its 'concrete' representation. Such is not the case in the sciences which deal with real things where, on the contrary, the model always contradicts the reality in some respects. In this lies the greatest weakness of models, and it is a fact which needs stressing." (Anthropologie et Calcul: A. Régnier, Mathématiser les sciences de l'homme? Paris - Union générale d'Editions 10/18, Series 7 - 1971, p. 24.)

"The generative process is above all informational, virtual, principial; the phenomenal process is metabolic, practical, 'existential'. The generative is what gives life; the phenomenal is what lives. One is the paralysed man who can see, the other the blind man who can walk; their union is indissoluble (their union is the great event and the great mystery of life ...)."

(E. Morin: L'événement-sphinx in Communications: L'événement Paris, Seuil, 1972, No. 18, p. 186.)

"The result of any act of communication is the product of a strictly linguistic component (speech) and an extra-linguistic component (the situation), each of which varies from one extreme case to another."

(P. Charaudeau: L'analyse lexico-sémantique recherche d'une procédure d'analyse, Cahiers de Lexicologie Paris, Didier, Larousse, 1971, I, 18, p. 8.)

"If I go into a restaurant and order my dinner, I am not asking for my words to become part of a system with other words, but for food to be brought to me." (B. Russel)

Preamble

This paper is in three parts:

- an introduction setting out the aims and problems;
- a description of the model;
- proposals for the application of the model.

It is intended as a working paper, which is why theoretical and stylistic considerations have been intentionally omitted.

Part I: Introduction

1. Learning units

1.1 Our starting hypothesis is the assumption that an adult should be able to learn a foreign language by means of a system of independent learning units progressively grouped so as to meet the main requirements of the various categories of adults wishing to acquire a command of a language other than their mother tongue.

1.2 A unit consists of a coherent set of learning acts leading to mastery of a functional set of language acts.

1.3 The system must be open-ended and adaptable to the multifarious conditions in which the learning process may take place, in other words to the most favourable times for learning, the most suitable content, and the most economic means.

1.4 The system must use its great adaptability to stimulate, increase and maintain individual motivations for learning a modern language.

2. Needs, motivations, aims

2.1 In a flexible and dynamic system of this kind, endeavouring to adapt in the best possible way to the language reality of the individual, either in his socio-professional life or in his socio-cultural life, the notion of needs is an essential one.

2.2 The language needs of adults learning a modern language are the requirements which arise from the use of that language in the multitude of situations which may arise in the social lives of individuals and groups.

2.3 Two kinds of need can be distinguished:

- objective needs, which can more or less be assumed to be general from an analysis of typical everyday situations;

- subjective needs, which cannot be said to be general because they depend on events, unforeseen circumstances, and people.

2.4 Needs and motivations should not be confused. The former are, so to speak, imposed by the reality of the language situation, and knowing a language means precisely being able to respond appropriately to the numerous requirements of that reality; the latter, although influenced by the social lives of individuals and groups, are created by the latter.

2.5 The analysis of needs will lead to a definition of aims which, operationally speaking, must be translated into language acts and learning acts.

3. Problems

3.1 Whereas objective needs can be foreseen, analysed or defined, as the case may be, more or less precisely, subjective needs are quite unforeseeable and therefore indefinable.

3.2 A fundamental contradiction may be seen (and it is perhaps the contradiction which at present bedevils language teaching) between the desire to define precise needs and aims and the fact that, on the other hand, the use of a language as a means of communication and action in controlling social situations requires a capacity to react appropriately to things which cannot be accurately foreseen or defined.

3.3 This being so, is it not necessary to invent an educational theory of the unforeseen?

3.4 Furthermore, if it is planned to introduce a system of learning by units on a large scale - European for example - for only on a large scale can it be educationally and financially profitable, then the programming and production of these units can be expected to necessitate considerable investment which will not permit the flexibility and adaptability to specific needs which we require.

3.5 Whereas what is really needed is an ephemeral educational theory fully meeting the needs of individuals, production requirements may well impose a durable educational theory which corresponds only to the general and theoretical needs of a few broad categories of people.

3.6 Ephemeral educational theory, theory of the unforeseen. Programmed, durable educational theory. The system must be sufficiently dynamic and flexible for the creation of economic, and therefore programmed and durable, learning units, but units which leave considerable room for the unforeseen and the ephemeral.

4. Aims

4.1 It is not the aim of this paper to provide statistics on the various categories of adults learning or wishing to learn a language, or on their language needs.

4.2 Nor can it set out to describe a model operating mathematically in order to define those needs.

4.3 This working instrument is first and foremost a catalogue, not necessarily an exhaustive one, of the elements needed to serve as

reference points in the analysis of objective language needs (analysis of content).

4.4 It also proposes a method which should, on the basis of a knowledge of language needs, make it possible to move on to language acts and learning acts, in other words a method for defining the content of the learning units and their pedagogic strategies.

4.5 Finally, it suggests a few fields of application which might lead to a better understanding of those categories of adults wishing to learn, or already learning, a modern language, and of their foreseeable needs or motivations.

4.6 This model too must be open, dynamic and adaptable. It is therefore very general in conception so as to be applicable to the maximum number of individual cases.

4.7 - Analysis of content ⟶ definition of foreseeable needs;

- Definition of content ⟶ learning units;

- Definition of pedagogic strategies ⟶ learning units;

- Categories of adults ⟶ motivations ⟶ foreseeable needs.

This working instrument should be of use to:

- the creators of content;

- the producers of content;

- the authorities responsible for permanent education;

- organisers and advisers;

- teachers;

- learners.

Part II: The model

1. Language needs

1.1 In order to define language needs, two components will have to be analysed:

- the language situation
- language operations.

1.2 The "language situation" component will comprise the following categories:

- the agents (the persons involved in the communication process);
- the time (when the act of communication takes place);
- the place (where the act of communication takes place).

1.3 The "language operations" component will comprise the following categories:

- the functions (which the act of communication has to fulfil);
- the objects (to which that act will relate);
- the means (used to produce that act).

1.4 Each of these categories will then have to be broken down into the elements listed (though not exhaustively) in a later section.

1.5 The information provided by the analysis of these two components will therefore be needed to define the language needs.

1.6 These will then have to be translated into language acts, which will represent utterances placed in operational situations (either simulated or real), corresponding to the needs defined.

1.7 We shall not deal with language acts in this paper, since they belong to another phase of the preparation and establishment of learning units.

2. Learning needs

2.1 Definition of learning needs involves the same components:

- the learning situation
- learning operations.

2.2 The "learning situation" component will comprise the same categories:

- the agents (the persons involved in the learning process);
- the time (when the learning act takes place);

- the place (where the learning act takes place).

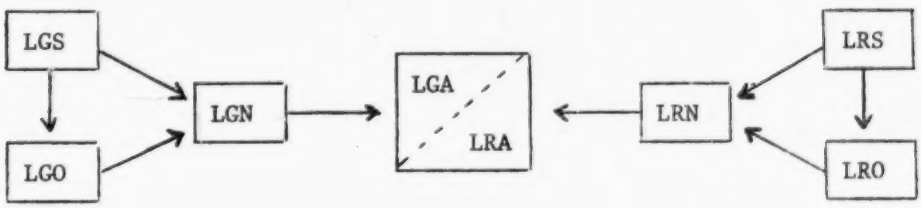
2.3 The "learning operations" component will comprise the following categories:

- the functions (which the learning act has to fulfil);
- the objects (to which that act will relate);
- the means (needed to accomplish the learning act).

2.4 Each of these categories will be similarly analysed by means of elements which will supply the necessary information and indications for the definition of learning needs.

2.5 The latter will then be translated into learning acts representing the strategies students will have to apply in order to learn the language acts.

2.6 We shall therefore have the following schema:



where:

LGS = language situation
LGO = language operations
LGN = language needs
LGA = language acts

LRS = learning situation
LRO = learning operations
LRN = learning needs
LRA = learning acts

3. Scales

3.1 In order to define the needs, we shall have to refer to two scales:

- the forecasting scale
- the analytical scale.

3.2 The forecasting scale must tell us to what extent language or learning needs can be foreseen. For example, we can define with great accuracy the language and learning needs of a French singer who knows no English and merely wishes to learn the English version of one of his songs. By contrast, it will be impossible for us to predict the needs of a French journalist who has a good knowledge of English but wishes to perfect his command of the language because his newspaper has appointed him its permanent correspondent in London.

3.3 Reference to a second scale will be essential in order to discover to what level and in what detail we wish to analyse the needs. Do we want to discover the objective English language needs, in general, of a director's secretary in watch factory X at Bienne in Switzerland, or are we aiming to define in detail the needs of that same secretary for the purposes of English correspondence?

3.4 Finally, a third scale, the equivalence scale, will enable us to determine to what extent a learning act covers a language act. For example, the fact of repeating the phrase "I should like a packet of Players No. 6" in a language laboratory in no way corresponds to the language act which that phrase might represent in a tobacconist's shop.

3.5 Reference to these three scales will be constantly necessary in order to circumscribe the subject of our analyses and definitions.

4. Categories and elements

Component: language situation

A. Agents

1. Identity

1.1 Occupation
1.2 Other activities
1.3 Age
1.4 Place of residence
1.5 Sex
1.6 Civil status
1.7 Name

(It is important to check that the information furnished by each element is relevant to the definition of needs. Depending on the level of analysis adopted, certain elements will be valueless and others will have to be included.)

2. Number

2.1 1
2.2 2
2.3 3-5
2.4 6-12
2.5 13 ...

(The number of persons involved in the language situations analysed.)

3. Roles

3.1 Social roles

3.1.1 Superior/subordinate
3.1.2 Colleague/colleague
3.1.3 Old/young
3.1.4 Master/pupil
3.1.5 Important/less important
3.1.6 Buyer/seller
3.1.7 Asker/giver
3.1.8 Stranger/stranger
3.1.9 Friend/friend
3.1.10 Enemy/enemy
3.1.11 Husband/wife
3.1.12 Parent/child
3.1.13 Parent/parent

(As already stated, none of these lists of elements are exhaustive; they should be regarded as indicative only. By "roles" is meant the social, sociological or language relationships which are established when persons communicate with one another, and which can determine the type of language used.)

3.2 Psychological roles

3.2.1 Respect
3.2.2 Obedience
3.2.3 Admiration
3.2.4 Affection
3.2.5 Complicity
3.2.6 Sympathy
3.2.7 Equality
3.2.8 Neutrality
3.2.9 Antipathy
3.2.10 Disdain

3.2.11 Fear
3.2.12 Pity
3.2.13 Hatred
3.2.14 Jealousy

(The order in which these elements are listed has no particular significance.)

3.3 Language roles

3.3.1 1 single speaker
3.3.2 1 speaker + 1 addressee
3.3.3 1 speaker/addressee + 1 addressee/speaker
3.3.4 1 speaker + x addressees
3.3.5 1 speaker/addressee + x addressees/speakers
3.3.6 x speakers + 1 addressee
3.3.7 x speakers/addressees + 1 addressee/speaker
3.3.8 x speakers + x addressees
3.3.9 x speakers/addressees + x addressees/speakers

(The speaker is the person producing an utterance (either oral or written); the addressee is the person receiving the utterance. In the normal process of communication, the addressee becomes the speaker in his turn, and the speaker the addressee.)

B. Time

1. Time of day

2. Duration

3. Frequency

3.1 First time
3.2 Occasionally
3.3 Regularly

(Are the language relationships analysed between the agents arising for the first time? Do they arise occasionally or regularly?)

4. Events

4.1 Prior
4.2 Present
4.3 Subsequent

(Can events or facts external to the language situation exert an influence on the production of the language acts?)

C. Place

1. Geographical location

1.1 Country
1.2 Region
1.3 Locality

2. Place

2.1 Outdoors

2.1.1 Square
2.1.2 Street
2.1.3 Park, garden
2.1.4 Terrace
2.1.5 Sports field
2.1.6 Beach
2.1.7 Countryside
2.1.8 Forest
2.1.9 Mountain
2.1.10 Lake, sea
2.1.11 Building site

2.2 Indoors

2.2.1 Private life

2.2.1.1 Flat
2.2.1.2 Villa
2.2.1.3 Room

2.2.2 Public life

2.2.2.1 Shop
2.2.2.2 Restaurant, café
2.2.2.3 Hotel
2.2.2.4 School
2.2.2.5 Church
2.2.2.6 Hospital
2.2.2.7 Station
2.2.2.8 Theatre
2.2.2.9 Exhibition
2.2.2.10 Office (industry/commerce)
2.2.2.11 Office (services)
2.2.2.12 Office (administration)
2.2.2.13 Office (professional)

2.2.3 Work

2.2.3.1 Office
2.2.3.2 Workshop

(Depending on the standpoint adopted, one person may regard a place as belonging to the "public life" sector, while for another person it will be his place of work. Examples are the customer and the sales assistant in a shop, the congregation and the parson in a church, the patient and the doctor.)

2.3 Means of transport

2.3.1 Car
2.3.2 Bus
2.3.3 Train
2.3.4 Underground
2.3.5 Aeroplane
2.3.6 Boat

3. Surroundings

3.1 Family
3.2 Friends
3.3 Acquaintances
3.4 Professional
3.5 Other activities
3.6 Fashionable society
3.7 Holidays
3.8 Learning situation
3.9 Anonymous

4. Environment

(Are details of the setting and surroundings in which the language act takes place relevant?)

Component: language operations

D. Functions

1. Expression/exchange

(Zero, neutral level of communication. Communication for the purposes of conveying a message of some kind.)

2. Description/explanation

(Communication for the purpose of illustrating, representing, or conveying understanding or knowledge of something.)

3. Argumentation/persuasion

(Communication for the purpose of proving, convincing, winning an argument.)

4. Designation/statement

(Communication for the purpose of calling a person to witness something.)

5. Evocation/narration

(Communication for the purpose of causing something from the past to appear.)

6. Request/order

(Communication in order to obtain something.)

7. Poetry/entertainment

(Communication for the pleasure and beauty of communicating.)

8. Translation/interpretation

(Communication in another language of something that already exists in one language.)

E. Objects

1. Information/notification

(The communication relates to a neutral message.)

2. Sentiment/emotion

(The communication relates to an affective state.)

3. Attitude/behaviour

(The communication relates to a given attitude, reaction, or form of moral or physical behaviour.)

4. Idea/opinion

(The communication relates to what is thought or believed.)

5. Action/fact

(The communication relates to past, present or future events.)

6. Contact/relation

(The communication serves to establish, maintain or break social ties created by language.)

7. Animate/inanimate

(The communication relates directly to a person, an animal or a thing.)

F. Means

1. Spontaneous speech/direct listening

(The utterances are produced spontaneously and heard directly by the addressees.)

2. Spontaneous speech/indirect listening

   2.1 Telephone
   2.2 Radio
   2.3 Television
   2.4 Magnetic tapes

   (The utterances are produced spontaneously, but heard by the addressees via a technical medium.)

3. Controlled speech/direct listening

   3.1 Talk, lecture
   3.2 Theatre, recital
   3.3 Reading aloud
   3.4 Repetition

   (The utterances are first written down, then read aloud or recited by heart and heard directly by the addressees.)

4. Controlled speech/indirect listening

   4.1 Film
   4.2 Television
   4.3 Radio
   4.4 Records
   4.5 Magnetic tapes

   (The utterances are first written down, then read or recited by heart and heard by the addressees via a technical medium.)

5. Writing/reading

   5.1 Newspaper
   5.2 Correspondence
   5.3 Reports
   5.4 Books

   (The utterances are written down, then read silently by the addressees.)

6. Gesture/mime

   (The communication is effected either partly or wholly by means of non-verbal signs.)

Component: learning situation

G. Agents

1. Identity

   1.1 Learners

      1.1.1 Occupation
      1.1.2 Other activities

1.1.3 Schooling
1.1.4 Mother tongue
1.1.5 Other languages known
1.1.6 Age
1.1.7 Place of residence
1.1.8 Sex
1.1.9 Civil status
1.1.10 Name

1.2 Teachers

1.2.1 Other occupation
1.2.2 Other activities
1.2.3 Title
1.2.4 Mother tongue
1.2.5 Other languages known
1.2.6 Languages taught
1.2.8 Experience
1.2.9 Age
1.2.10 Place of residence
1.2.11 Sex
1.2.12 Civil status
1.2.13 Name

2. Number

2.1 Learners

2.1.1 1
2.1.2 2-5
2.1.3 6-12
2.1.4 13-20
2.1.5 21-30
2.1.6 31-40
2.1.7 41 ...

2.2 Teachers

2.2.1 1
2.2.2 2-3
2.2.3 4-5
2.2.4 6 ...

3. Roles

3.1 Learners

3.1.1 Leader
3.1.2 Passive
3.1.3 Talkative
3.1.4 Shy

(What is the proportion of these types of learner in a group or, depending on the level of analysis chosen, to what type does the learner concerned belong?)

3.2 Teacher

3.2.1 Authoritarian
3.2.2 Semi-authoritarian
3.2.3 Non-authoritarian

(To what extent are learners able to participate in the learning decisions?)

3.3 Group

3.3.1 Homogeneous
3.3.2 Semi-homogeneous
3.3.3 Heterogeneous

(Criteria of homogeneity: same age, same occupation, same mother tongue.)

H. Time

1. Time of day

1.1 Morning
1.2 Afternoon
1.3 Evening

2. Duration

2.1 1 learning act
2.2 1 sequence of acts
2.3 1 learning unit
2.4 1 sequence of units
2.5 1 complete set of units

(The indication of duration will depend on the analytical level adopted.)

3. Frequency

3.1 Time needed
3.2 Time available

3.2.1 Per day
3.2.2 Per week

(How much time is needed to complete a particular act or sequence or unit or set, and what time is available to the agent?)

4. Events

(Can events or facts external to the learning situation exert an influence on the accomplishment of the learning acts?)

I. Place

1. Geographical location

1.1 Country

1.1.1 in which the language being learnt is spoken
1.1.2 in which the language being learnt is not spoken

1.2 Region

1.3 Locality

2. Place

2.1 Outdoors

2.1.1 Square
2.1.2 Street
2.1.3 Park, garden
2.1.4 Terrace
2.1.5 Sports field
2.1.6 Beach
2.1.7 Countryside
2.1.8 Forest
2.1.9 Mountain
2.1.10 Lake, sea
2.1.11 Building site

2.2 Indoors

2.2.1 Private life

2.2.1.1 Flat
2.2.1.2 Villa
2.2.1.3 Room

2.2.2 Public life

2.2.2.1 Shop
2.2.2.2 Restaurant, café
2.2.2.3 Hotel
2.2.2.4 School
2.2.2.5 Church
2.2.2.6 Hospital
2.2.2.7 Station
2.2.2.8 Theatre
2.2.2.9 Exhibition
2.2.2.10 Office (industry/commerce)
2.2.2.11 Office (services)
2.2.2.12 Office (administration)
2.2.2.13 Office (professional)

2.2.3 Work

2.2.3.1 Office
2.2.3.2 Workshop

2.3 Means of transport

2.3.1 Car
2.3.2 Bus
2.3.3 Train
2.3.4 Underground
2.3.5 Aeroplane
2.3.6 Boat

3. Surroundings

3.1 Family
3.2 Friends
3.3 Acquaintances
3.4 Professional
3.5 Fashionable society
3.6 Holidays
3.7 Learning situation
3.8 Anonymous

4. Environment

(With the present-day mass communication and self-teaching media, the learning process can take place in a wide variety of places. In addition, a great many learning acts will be accomplished outside the classroom wherever possible.)

Component: learning operations

J. Functions

1. Listen/understand

(Listen to a sentence or an utterance in order to grasp its meaning.)

2. Listen/repeat

(Listen to a sentence or an utterance in order to repeat it as exactly as possible.)

3. Speak/constraint

(Produce a sentence or an utterance whose form is subjected to specific constraints for learning purposes.)

4. Speak/spontaneity

(Produce a sentence or an utterance freely - according to the needs and requirements of the situation.)

5. Read/understand

(Read a written sentence or utterance in order to grasp its meaning.)

6. Read/speak

(Read a sentence or an utterance aloud in order to practise pronunciation.)

7. Write/constraint

(Write a sentence or utterance in order to solve problems of graphical transcription or morphology or syntax.)

8. Write/spontaneity

(Write a sentence or utterance freely according to the needs of written communication.)

K. Objects

1. 1 sentence

2. 1 series of sentences

(Sentence = language production for the sole purpose of practising phonetic, morphological, syntactic and semantic forms.)

3. 1 utterance

4. 1 series of utterances

(Utterance = language production designed to take on spatial and temporal reality for the purposes of authentic or simulated communication.)

L. Means

1. Listen/understand

1.1 Teacher
1.2 Radio
1.3 Records
1.4 Magnetic tapes
1.5 Visual media
1.6 Cinema
1.7 Television

2. Listen/repeat

2.1 Teacher
2.2 Radio
2.3 Records
2.4 Magnetic tapes

2.5 Laboratory
2.6 Visual media
2.7 Cinema
2.8 Television

3. Speak/constraint

3.1 Teacher
3.2 Radio
3.3 Records
3.4 Magnetic tapes
3.5 Laboratory
3.6 Visual media
3.7 Cinema
3.8 Television

4. Speak/spontaneity

4.1 Simulated communication in the learning situation
4.2 Authentic communication in the learning situation
4.3 Authentic communication in real situations

5. Read/understand

5.1 Teacher
5.2 Books
5.3 Brochures
5.4 Newspapers
5.5 Periodicals
5.6 Loose leaves
5.7 Dictionaries
5.8 Visual media

6. Read/speak

6.1 Teacher
6.2 Books
6.3 Brochures
6.4 Newspapers
6.5 Periodicals
6.6 Loose leaves
6.7 Visual media

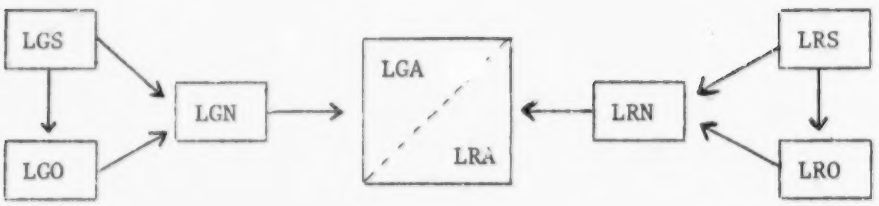
7. Write/constraint

7.1 Teacher
7.2 Textbooks
7.3 Exercise books
7.4 Visual media

8. Write/spontaneity

8.1 Paper
8.2 Pencil, pen
8.3 Typewriter

5. Summary of the model



LGS = Language situation

A. Agents
B. Time
C. Place

LGO = Language operations

D. Functions
E. Objects
F. Means

LGN = Language needs defined by analysis of the above categories

LGA = Language acts, translation of needs into operational form

LRS = Learning situation

G. Agents
H. Time
I. Place

LRO = Learning operations

J. Functions
K. Objects
L. Means

LRN = Learning needs, defined by analysis of the above categories

LRA = Learning acts, translation of needs into operational form

Forecasting scale

(a) needs cannot be foreseen

(b) needs can be only partially foreseen

(c) needs can be fully foreseen

Analytical scale

(d) overall needs

(e) specific needs in a given field

(f) isolated needs

Equivalence scale

(g) LRA $\neq$ LGA

(h) LRA $\subset$ LGA

(i) LRA = LGA

Part III: Applications

1. Why define language needs?

1.1 It is increasingly obvious that when a foreign language is studied in a school learning situation, despite the help afforded by applied linguistics and audio-visual media, it remains for the student a branch of general study and is not really perceived as a means of communication and action.

1.2 More often than not, the student fails to progress beyond the sentence stage to the stage of utterances and language acts. The language remains outside the student and becomes an object of imitation, whereas it is essentially a source of action.

1.3 Almost invariably, therefore, the learner first learns a language for itself, a language which is generally reutered by educational necessities, an "asexual" language which meets only imperfectly the requirements of social communication.

1.4 One of the characteristics of the adult learner is his desire to learn rapidly something he can use immediately.

1.5 If this characteristic is really to be taken into account in the creation of learning units, an attempt must be made first of all to define more clearly the requirements of the adults concerned in respect of immediate use.

1.6 Unless the requirements are known and defined in this way it will be impossible to conceive these units in terms, not of words or sentences, but of language acts, this being the first precondition for the rapid, functional learning of a language.

1.7 If it is planned to produce and distribute systematic educational units at European level, then a certain amount of quantitative and qualitative information about the language needs of adults learning a modern language will be indispensable.

2. Types of information needed for the definition of language needs

2.1 Types of country

In view of the differences between the member States of the Council of Europe's Council for Cultural Co-operation, it is obvious that the general requirements in the learning of a particular foreign language will vary considerably from one country to another. A Turk and a German Swiss learning French will certainly have different needs, as regards both the language itself and the learning of it. First of all then, a distinction will have to be made according to the country.

2.2 Numbers of adults

We have no figures or statistics whatever on the number of adults having a knowledge of using or learning one or more foreign languages in the various countries. These figures will be indispensable if we are to define the types of adults, with their particular characteristics and needs, on more reliable and realistic foundations than the hypotheses by which we are now guided.

2.3 Motivations

Statistical information will also be needed on adults' motivations for learning a foreign language. It can of course be argued that, in the final analysis, each individual creates his own motivations under the influence of his surroundings. Nevertheless it will be advisable to establish categories of motives and see how they are distributed throughout the population, in order to arrive at a more accurate definition of the requirements.

2.4 Types of adult

It can also be argued that, in reality, each adult learning a modern language will have his own specific language and learning needs, since each individual is different from all the others and is, moreover, one of the components of the acts which he will have to accomplish. Each language or learning act is therefore unique, because it is produced by an agent who is different from all the others. Since there can at present be no question of attempting to take account of all individual characteristics in the production of learning units, we shall be obliged to establish broad types of adults to which the various types of need will correspond. This generalisation is necessary in the initial stage, and its broadness must be accepted. Nuances, differentiation and a certain degree of individualisation will have to be introduced when it comes to creating specific units.

3. How to define language needs

3.1 As has been said, this paper does not set out to define the language needs of adults learning a modern language in, say, Switzerland or Europe, but to propose a method, a model whereby that definition may be arrived at. If we have gone beyond the concept of language needs and considered the concepts of language and learning acts in the description of the model, our purpose has been to show more clearly that language needs, at the level of the conception and design of units, will have to find their equivalent in learning needs which, in turn, will have to be translated into acts. In this third part, however, we shall confine ourselves to defining language needs only.

3.2 In order to obtain quantitative and qualitative statistical data, we

must first draw up an inventory of the elements in the analysis and propose working hypotheses. The ground has to be prepared. This is what we have tried to do in this study, and all the proposals made in it will have to be either confirmed or invalidated, amended or supplemented by practical experience and statistical results. It is a starting point, not a finishing point.

3.3 There are two main types of instrument which can assist us in defining language needs:

- analysis of content
- opinion polls and surveys.

3.4 Analysis of content means observing and examining the oral and written use made of a language by a given person or class of persons, and then deducing objective needs which are foreseeable and generalisable. The analytical elements listed in the second part of this paper will be used for the purposes of observation and definition.

3.5 For example, it would be possible to observe and analyse the use made of English by a representative sample of secretaries in France, and from this to deduce the needs common and peculiar to this category of person. The same could be done with a sample of secretaries in a particular sector. We would stress once again the fundamental point that everything depends on the level of analysis and generalisation chosen.

3.6 Analysis of content may at first sight appear a complicated operation, particularly if for reasons of statistical validity it has to cover a large number of persons. But it seems that even limited observation can provide sufficient information for a valid definition of the objective needs characteristic of a given category of people.

3.7 As for the second type of instrument - opinion polls and surveys - these offer the possibility, by means of oral or written questionnaires, directive and non-directive interviews and all the other opinion poll techniques, (a) to assemble a certain number of facts needed for the definition of objective needs, or (b) to obtain interesting information on the needs which people learning a foreign language assume they will have, or (c) to clarify their motives.

3.8 Experience shows that a person learning, or on the point of learning, a foreign language has only a very vague idea, if any, of his future needs. Techniques other than surveys of adult learners or prospective learners are therefore needed.

3.9 The following sequence should be observed in order to arrive at a full definition of the language needs of a pre-determined category of adults:

(a) analysis of the oral and written use made of a language by the category of adults concerned;

(b) survey among persons already using the language in the same field as the category of persons concerned;

(c) survey among persons learning or on the point of learning the language in the same field as the category concerned, in order to discover their motivations and their opinions as to their needs.

3.10 The information obtained from these three complementary analytical methods should be sufficient to enable the designers and producers of learning units to define realistic language needs and to devise educational equipment and strategies which are both functional and motivational.

3.11 The application of these methods will vary from one country, situation or case to another, and it will be up to teams comprising linguists, psychologists and sociologists to elaborate and develop them operationally according to circumstances. In the context of this paper, we cannot do more than formulate a few working hypotheses and suggest a few starting points.

4. Types of country

4.1 Countries whose language is widely or fairly widely spoken:

Austria
Spain
France
Italy
Ireland
Federal Republic of Germany
United Kingdom
Holy See

4.2 Scandinavian countries whose language is not widely spoken:

Denmark
Finland
Iceland
Norway
Sweden

4.3 Mediterranean countries whose language is not widely spoken:

Cyprus
Greece
Malta
Turkey

4.4 "Crossroads" countries which use one or more languages:

Belgium
Luxembourg
Netherlands
Switzerland

5. Number of adults

Determine the following as a proportion of a representative sample of the country's adult population:

5.1 The number of persons familiar with one or more foreign languages:

(a) Identity: occupation, age, sex, other activities, mother tongue, locality, nationality.

(b) Language(s) known.

(c) Degree of knowledge: slight fair good
Ability to:

understand
speak
read
write

(d) Use: never
rarely
occasionally
frequently
regularly

5.2 The number of persons currently learning one or more foreign languages:

(a) Identity: occupation, age, sex, other activities, mother tongue, locality, nationality.

(b) Language(s) being learnt

(c) Standard of student: beginner
pseudo-beginner
intermediate
advanced

(d) Method of study:

(1) individual, unsupervised study, using teach-yourself methods;

(2) individual study, supervised periodically from a distance (correspondence course), using teach-yourself methods;

(3) individual, unsupervised study, by means of an extensive course broadcast on radio or television (one or more hours per week);

(4) individual study, supervised periodically from a distance (university of the air), by means of an extensive course broadcast on radio or television;

(5) private lessons (one or more hours per week);

(6) extensive course (one or more hours per week, generally in the evening) organised by specialised institutes;

(7) extensive course organised by the firm for the purpose of vocational training;

(8) intensive course (several hours per day for several consecutive weeks) organised by specialised institutes;

(9) vacation course (a few hours per day for a number of consecutive weeks) organised by specialised institutes;

(10) intensive course in the country where the language is spoken, organised by specialised institutes;

(11) vacation course in the country where the language is spoken, organised by specialised institutes.

(e) Duration of course

(f) Type of certificate or diploma awarded at the end of the course.

5.3 The number of persons who have decided to learn one or more foreign languages and are on the point of beginning:

(a) Identity
cf. 5.2

(b) Language(s) being learnt

(c) Foreseeable standard
cf. 5.2

(d) Method of study chosen
cf. 5.2

(e) Start of course

(f) Foreseeable duration of course

(g) Certificate or diploma aimed at.

6. Motivations

In a representative sample of adults learning a language or about to learn one, determine the proportion of the following motivations:

6.1 Socio-professional motivations

Language x

6.1.1 A knowledge of language x may come in useful

6.1.2 A knowledge of language x is necessary in my job or in my future job

6.1.3 I have been offered a different post in my firm provided I learn language x

6.1.4 I have been appointed to a different post in my firm and I must know language x

6.1.5 I hope to obtain a different post in my firm if I have a knowledge of language x

6.1.6 I have been offered a post in another firm provided I acquire a knowledge of language x

6.1.7 I have a post in another firm and I need a knowledge of language x

6.1.8 I hope to obtain a post in another firm if I know language x

6.1.9 I wish to change my job and I need a knowledge of language x for the new job

6.1.10 I have to change my job and I need a knowledge of language x for my new job

6.1.11 A knowledge of language x will help me to earn more money

6.1.12 to do more interesting work

6.1.13 to become more independent

6.1.14 to have more responsibility, power and importance

6.1.15 to fulfil myself better

6.1.16 to travel

6.2 Socio-cultural motivations

Language x

6.2.1 A knowledge of languages, and especially language x, is necessary these days

6.2.2 I like languages and language x in particular

6.2.3 I like travelling and I need to know language x

6.2.4 I have many friends who speak language x

6.2.5 Language x is my husband's/wife's mother tongue

6.2.6 Language x is the mother tongue of my fiancé(e)/ boyfriend/girlfriend

6.2.7 I am going on holiday to a country where language x is spoken

6.2.8 I wish to live in a country where language x is spoken

6.2.9 I accompany my husband/wife on his/her numerous journeys and therefore wish to learn language x

6.2.10 My husband/wife is going to work in a country where language x is spoken

6.2.11 I have to know language x in order to perform my extra-professional activities

6.2.12 I wish to read authors in the original

6.2.13 I wish to be able to follow cultural events (films, theatre, lectures, etc.) in language x

(Since the formulation of questions is a highly delicate and complex business in motivational surveys, we have confined ourselves here to indicating just a few lines of enquiry.)

7. Types of adult

The various types of adults learning or wishing to learn a foreign language could be defined on the basis of the following criteria (obviously, the

types are not always absolute, and, since language forms an entity, they may overlap in a wide variety of ways):

7.1 The language being learnt

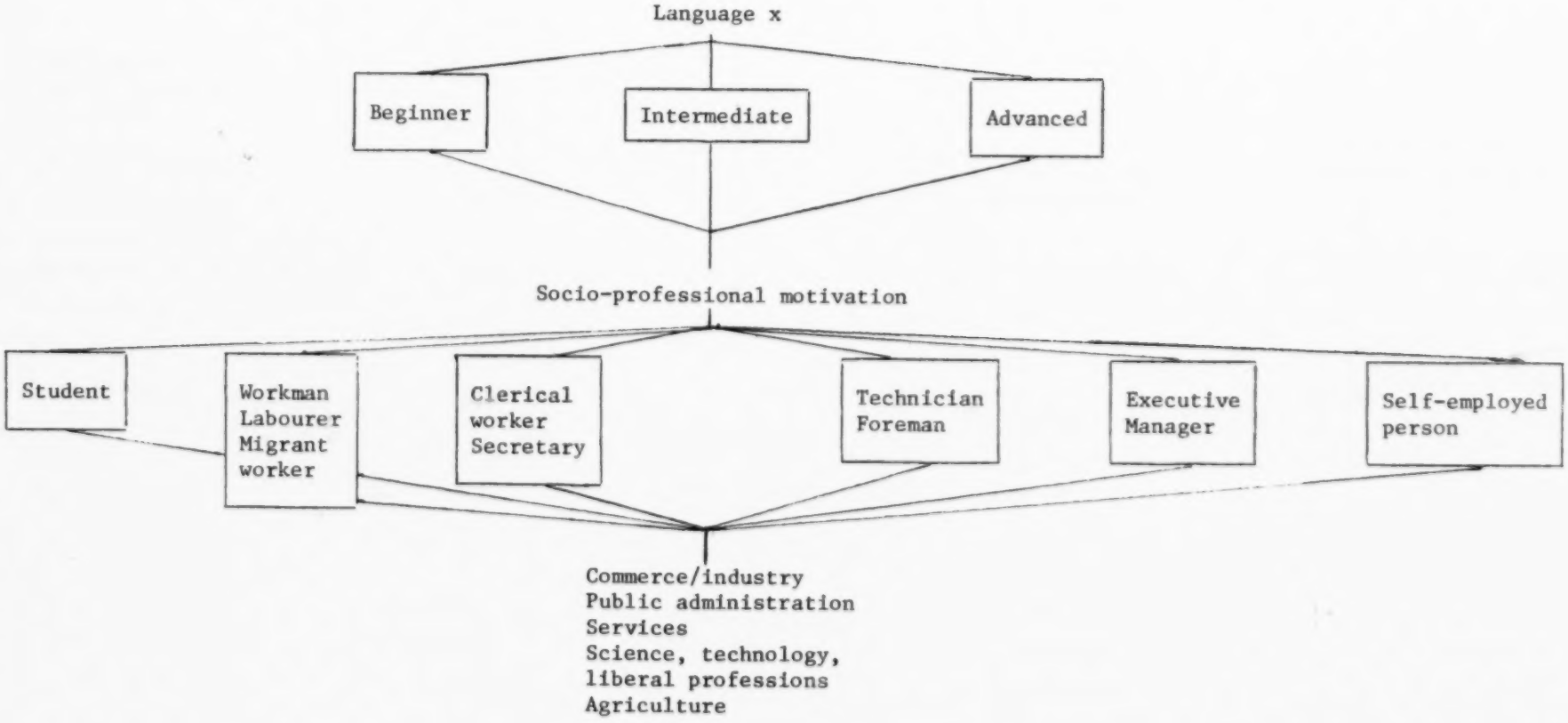
7.2 The level of knowledge of that language at the beginning of the course

7.3 The adult's general motivations for wishing to learn the language

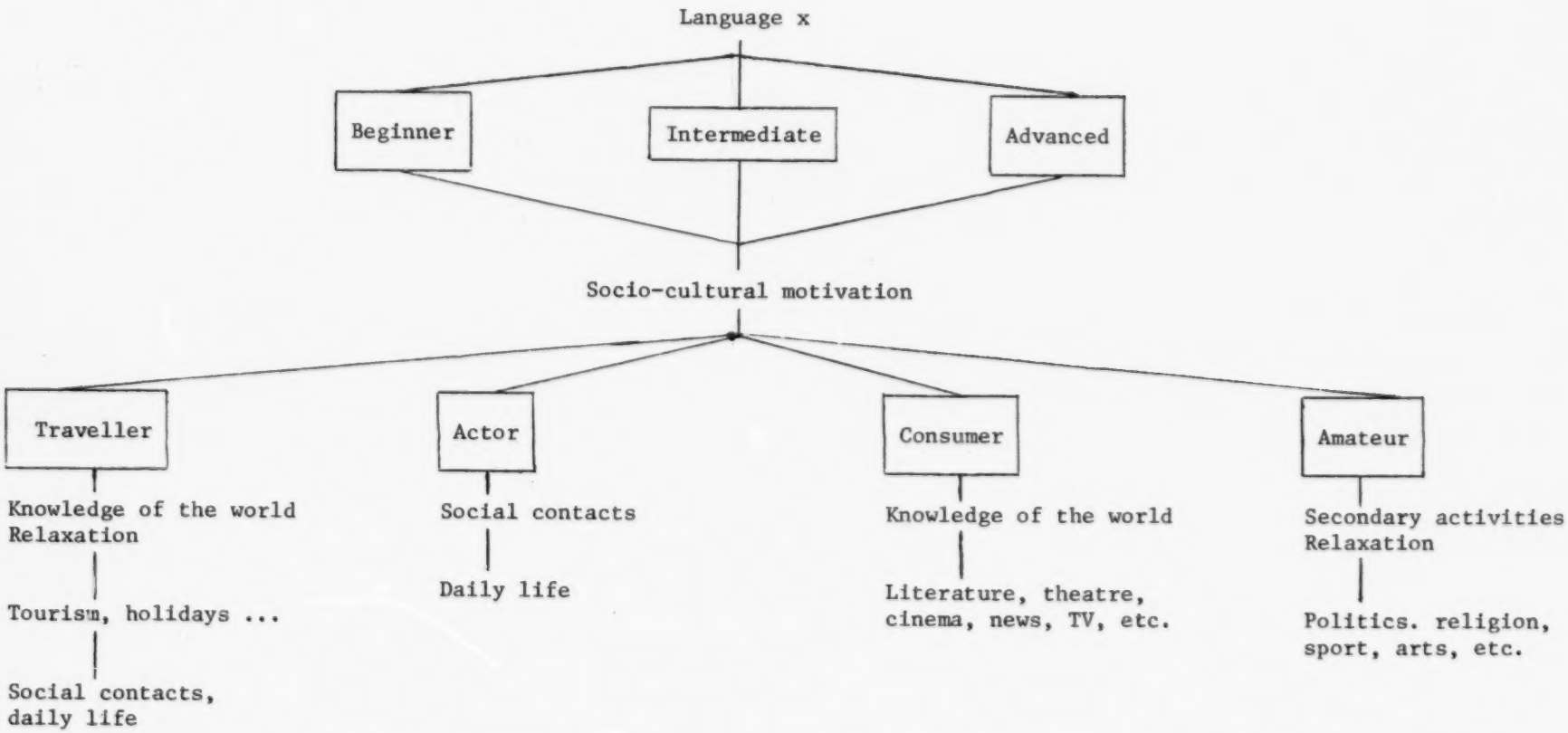
7.4 The role of the adult in this field

7.5 The branch or branches of activity in which he will, or expects to, use the language.

Types of adult in the socio-professional field



Types of adult in the socio-cultural field



8. Questionnaire

8.1 The following questionnaire is intended as an example of the way in which the model can be used to draw up a questionnaire.

8.2 It is intended for people already using foreign language x.

8.3 Its aim is to obtain information in order to define the needs of a type of adult analogous to that of the persons questioned.

8.4 The wording of the questions is in no way definitive and must be regarded merely as an indication of the different areas of enquiry.

8.5 The technical aspects of the questionnaire (elaboration and administration) have been deliberately disregarded, because the preparation of a specific questionnaire will depend on particular circumstances and necessitate the collaboration of one or more polls experts.

8.6 This outline questionnaire may serve as a starting point for open-ended and/or multiple-choice questionnaires, to be answered either in writing or orally.

8.7 The numbers correspond to those in the model and the answer items will often be identical to the analytical elements in the model. Reference will be made to them when necessary.

A. Agents

1. Identity

1.1 Occupation

Do you use language x for the purposes of your occupation as:

1.1.1 Student
1.1.2 Workman/labourer
1.1.3 Migrant worker
1.1.4 Clerical worker/secretary
1.1.5 Technician/foreman
1.1.6 Executive/manager
1.1.7 Self-employed person

in

1.1.8 Commerce/industry
1.1.9 Public administration
1.1.10 Services
1.1.11 A branch of science, technology or the liberal professions
1.1.12 Agriculture

1.2 Other activities

1.2.1 Do you use language x on your travels as a tourist or when on holiday? (Traveller)

1.2.2 Do you use language x for the purposes of your everyday life and social contacts? (Actor)

1.2.3 Do you use language x to participate in cultural activities such as reading books, attending lectures, going to the theatre, etc.? (Consumer)

1.2.4 Do you use language x for the purposes of a secondary activity, such as politics, sport, collecting, etc.? (Amateur)

1.3 - 1.7 cf. model

2. Number

Generally speaking, do you use language x in groups and/or with isolated persons?

3. Roles

3.1 Social roles (cf. model)

A few examples of interpersonal relations are set out below. State which three of them most commonly apply when you use language x:

3.1.1 Superior/subordinate (Employer/workman, employee)
3.1.2 Colleague/colleague
3.1.4 Master/pupil
3.1.6 Buyer/seller (Customer/salesman)
3.1.8 Stranger/stranger
3.1.9 Friend/friend
3.1.11 Husband/wife

B. Time

1. Time of day

At what time of day do you use language x most?

1.1 In the morning
1.2 In the afternoon
1.3 In the evening
1.4 At any time of day

2. Duration

Can you give an approximate estimate of the average length of time, in hours or minutes, during which you use language x?

2.1 y minutes or hours per day
2.2 y minutes or hours per week
2.3 y minutes or hours per month
2.4 too irregular for any estimate

3. Frequency

(a) Do you use language x in conversation with persons whom you do not know?

3.2 occasionally
3.3 regularly
3.4 never

(b) Do you use language x in conversation with the same persons?

3.2 occasionally
3.3 regularly
3.4 never

C. Place (cf. model)

1. Geographical location

1.1 Country (cf. Types of country)

(a) What is your country of origin?

(b) What is your present country of residence? Do you use language x in that country essentially for professional and/or non-professional purposes?

(c) In what other countries do you also use language x when travelling?

For professional and/or non-professional purposes?

2. Place (cf. model)

Where do you use language x?

2.1 - occasionally
- regularly
- never

in outdoor places, for example:

2.1.2 street
2.1.7 countryside
2.1.11 building site

2.2 indoors

2.2.1 - occasionally
- regularly
- never

in private life, for example:

2.2.1.1 an apartment

2.2.2 - occasionally
- regularly
- never

in public life, for example:

2.2.2.1 shop
2.2.2.2 restaurant
2.2.2.7 station
2.2.2.10 government office

2.2.3 - occasionally
- regularly
- never

at work:

2.2.3.1 office
2.2.3.2 workshop

2.3 - occasionally
- regularly
- never

when travelling, for example:

2.3.1 by car
2.3.5 by air

3. Surroundings

In what surroundings do you most often use language x?

3.1 family
3.2 friends
3.4 at work
3.7 on holiday

D. & E. Functions and objects (cf. model)

Below are a few examples of the ways in which a language is used. State which three seem to you to correspond most closely to what you do when you use language x:

1. Supplying an item of information requested of you either in a sustained conversation or in a brief exchange or in writing.

2. Explaining or describing something (a fact, action or event).

3. Expounding ideas or opinions for purposes of persuasion.

5. Recounting or relating something (an event, fact or feeling).

6. Asking for something (an item of information or an object) in order to satisfy a need or desire.

9. Other possible modes of use.

F. Means (cf. model)

When you use language x:

1. Do you speak spontaneously and directly to one or more persons and do the latter speak to you spontaneously and directly?

   - occasionally
   - regularly
   - never

2. (a) Do you speak spontaneously to one or more listeners via a technical medium such as one of the following:

   2.1 telephone
   2.2 radio
   2.3 television or video recorder
   2.4 tape recorder or dictaphone

   - occasionally
   - regularly
   - never

   (b) Do you listen to one or more persons talking to you spontaneously via a technical medium such as one of the following?

   2.1 telephone
   2.2 radio
   2.3 television or video recorder
   2.4 tape recorder or dictaphone

   - occasionally
   - regularly
   - never

3. (a) Do you read or recite aloud written texts to be listened to direct?

   3.1 talks, lectures
   3.2 theatre, recital
   3.3 reading aloud

   - occasionally
   - regularly

(b) Do you listen direct to one or more persons reading or reciting written texts?

3.1 talks, lectures
3.2 theatre, recital
3.3 reading aloud

- occasionally
- regularly
- never

4. (a) Do you read or recite written texts via a technical medium such as one of the following?

4.1 film
4.2 television
4.3 radio
4.4 records
4.5 magnetic tapes

- occasionally
- regularly
- never

(b) Do you listen via a technical medium to one or more persons reading or reciting written texts?

4.1 film
4.2 television
4.3 radio
4.4 records
4.5 magnetic tapes

- occasionally
- regularly
- never

5. (a) Do you write

5.1 newspaper or magazine articles
5.2 letters
5.3 reports
5.4 books

- occasionally
- regularly
- never

(b) Do you read

5.1 newspaper or magazine articles
5.2 letters
5.3 reports
5.4 books

- occasionally
- regularly
- never

9. Analytical sheets

9.1 The sheets serve to define the language needs of a person or type of person, on the basis of an analysis either of the information gathered from a questionnaire or of a content (i.e. of the use actually made of the language by persons belonging to an identical or similar group) which is observed, recorded, or written.

9.2 It must be remembered that the definition of language needs is only one stage in the design and creation of a learning unit. At this stage we are not concerned with choosing or deciding what is to be learnt or taught, but only with noting a language reality which will have to be translated into the corresponding language acts and learning acts.

9.3 One final reminder, too, that the value of the definition of needs and the use which will be made of it depend on the analytical scale chosen. The more general and overall the approach, the more unforeseeable and therefore indefinable the needs will be, and the vaguer and more general the terms in which they will be expressed. It is important, in every analysis, to know precisely what information is necessary for the translation of needs into acts. This is why the model proposed here is an integral whole and must be applied in full if it is to have any real, practical effect.

9.4 The few sheets which follow must therefore be regarded, on the one hand, as stages in a general planning process, and on the other, as hypothetical examples of analysis and definition of needs; they are given for the purposes of illustration and are necessarily incomplete.

9.5 It is tempting to define various types of needs straightaway. However, we consider that this would be premature at the present stage and should be the subject of another study, based on an analysis of a representative series of actual cases. We are convinced that it must be possible to arrive at a typology of language needs from such an analysis.

9.6 It is however possible, even at this early stage, to distinguish three main categories of needs:

9.6.1 Needs connected with behaviour, defined on the basis of an analysis of the "Agents" and "Time" categories. We are not concerned here of course with a person's general behaviour, but with behaviour which is conditioned by the use of language in a given situation. This aspect of learning, which is closely bound up with the problem of language levels, is largely overlooked in present teaching, but opens up most rewarding possibilities.

9.6.2 Needs connected with the linguistic content proper (vocabulary and syntax), defined on the basis of the "Place", "Functions"

and "Objects" categories, which raise the problem of progression and the choice of language acts, to be learned in a very different way from the usual, purely linguistic approach.

9.6.3 Needs connected with the exploitation, utilisation and production of the content, defined on the basis of the "Means" category. Here too, greater variety could be envisaged in teaching.

9.7 In using these sheets, reference should be made to the analytical elements in the model, which will be selected, supplemented and modified as required.

FORECAST Partly foreseeable objective needs		ANALYSIS overall/occupational French-speaking employee in a travel agency. English in a French-speaking country.
CATEGORY	ELEMENTS	NEEDS
AGENTS A.	1.1.4 Clerical worker 1.1.10 Travel agency 1.5 Female 3.1.6 Buyer/seller 3.1.7 Asker/giver 3.2.1 Respect 3.2.6 Sympathy 3.2.8 Neutrality 3.2.15 Politeness 3.3.3 1 speaker/addressee + 1 addressee/speaker 3.3.5 1 speaker/addressee + x addressees/speakers	- have a sympathetic, respectful, polite manner towards customers.
TIME B.	1.4 All day 2.1 4-5 hours per day 3.1 First time 3.2 Occasionally 3.3 Regularly	- be at ease with people when meeting them for the first time
PLACE C.	1.1 Switzerland 1.2 French Switzerland 1.3 Geneva 2.3.3 Office 3. Professional 4. Office noise	- have a vocabulary appropriate to travel from Geneva
FUNCTIONS D.	1. Expression/exchange 2. Description/explanation 3. Argumentation/persuasion 6. Request/order 8. Translation/interpretation	- be able to use lexical and syntactic groups appropriate to these functions and objects, in a manner befitting an employee in a travel agency.
OBJECTS E.	1. Information/notification 4. Idea/opinion 6. Contact/relation 7. Animate/inanimate	- be able to write letters, fill in forms, take notes - understand and pronounce with ease
MEANS F.	1. Spontaneous speech/direct listening 2. Spontaneous speech/indirect listening 5. Writing/reading	- know the language proper to telephoning - be able to read prospectuses, catalogues and correspondence

F O R E C A S T Partly foreseeable objective needs		ANALYSIS overall/occupational Italian-speaking waiter. French in a French-speaking country.
CATEGORY	E L E M E N T S	N E E D S
AGENTS A.	1.1.1 Employee 1.1.10 Paris café (no food served) 1.5 Male 3.1.1 Superior/subordinate 3.1.2 Colleague/colleague 3.1.6 Buyer/seller 3.1.8 Stranger/stranger 3.1.9 Friend/friend 3.2.1 Respect 3.2.2 Obedience 3.2.5 Complicity 3.2.6 Sympathy 3.2.8 Neutrality 3.3.3 1 speaker/addressee + 1 addresse + 1 speaker 3.3.5 1 speaker/addressee + x addressees/speakers 3.3.7 x speakers/addressees + 1 addressee/speaker 3.3.9 x speakers/addressees + x addressees/speakers	- have a sympathetic, respectful, polite manner towards customers - have a friendly manner with colleagues or regular customers
TIME B.	1.5 Both during the day and in the evening 2.5 Throughout working hours 3.1 First time 3.2 Occasionally 3.3 Regularly 4.2 Anything which may happen in the café or in the street outside	- be at ease with people when meeting them for the first time - be impervious to noise and fatigue
PLACE C.	1.1 France 1.3 Paris 2.1.4 Terrace 2.2.2.2 Café 3.2 Friends 3.3 Acquaintances 3.4 Professional 3.9 Miscellaneous 4. Café and street noise	- have a vocabulary appropriate to café and everyday life
FUNCTIONS D.	1. Expression/exchange 6. Request/order	- be able to use lexical and syntactic groups appropriate to these functions and objects, in a manner befitting a waiter
OBJECTS E.	1. Information/notification 6. Contact/relation 7. Animate/inanimate	
MEANS F.	1. Spontaneous speech/direct listening 5. Writing/reading	- have a very good comprehension - be able to read price lists or simple instructions

FORECAST Partially foreseeable objective needs		ANALYSIS overall/non-occupational English-speaking holidaymaker on holiday in Italy. Italian in an Italian-speaking country.
CATEGORY	ELEMENTS	NEEDS
AGENTS A.	1.2.1 Traveller/tourist 1.3 40 years 1.4 Bournemouth 1.5 Male 1.6 Married 3.1.6 Buyer/seller 3.1.7 Asker/giver 3.1.8 Stranger/stranger 3.2.5 Complicity 3.2.6 Sympathy 3.2.8 Neutrality 3.3.3 1 speaker/addressee + 1 addressee/speaker 3.3.5 1 speaker/addressee + x addressees/speakers	- not to feel awkward when having to address strangers in a language one does not know well, or when strangers address one in that language
TIME B.	1.5 Both during the day and in the evening 2.4 Impossible to estimate 3.1 First time	
PLACE C.	1.1 Italy 1.3 Viareggio 2.1.1 Square 2.1.2 Street 2.1.3 Park 2.1.4 Terrace 2.1.6 Beach 2.1.10 Sea 2.2.2.1 Shop 2.2.2.2 Restaurant 2.2.2.3 Hotel 2.2.2.7 Station 2.3.2 Bus 2.3.3 Train 3.7 Holidays	- have a vocabulary appropriate to everyday situations on holiday
FUNCTIONS D.	1. Expression/exchange 2. Description/explanation 4. Designation/statement 6. Request/order	- be able to use the minimum lexical and syntactic groups appropriate to these functions and objects, in everyday situations on holiday
OBJECTS E.	1. Information/notification 6. Contact/relation 7. Animate/inanimate	
MEANS F.	1. Spontaneous speech/direct listening 5. Writing/reading 6. Gesture/mime	- be able to make oneself understood and understand a little - be able to read simple instructions

FORECAST Fully foreseeable needs		ANALYSIS specific/occupational Spanish-speaking engineer. Reading of Russian in a Spanish-speaking country.
CATEGORY	ELEMENTS	NEEDS
AGENTS A.	1.1.6 Executive 1.1.11 Nuclear Science 1.4 Madrid 2.1.1	
TIME B.	1.4 Both during the day and in the evening 2. A few hours each month 3.2 Occasionally	
PLACE C.	1.1 Spain 1.3 Madrid 2.2.1.1 Apartment 2.2.2.1 Office 2.3.3 Train 2.3.5 Aeroplane 3.4 Professional	- have a vocabulary proper to nuclear science
FUNCTIONS D.	2. Description/explanation 3. Argumentation/persuasion	- understand the lexical and syntactic groups appropriate to these functions and objects, in the field of nuclear science
OBJECTS E.	1. Information/notification 4. Idea/opinion 5. Action/fact 7. Animate/inanimate	
MEANS F.	5. Writing/reading	- be able to read articles, reports and books dealing with nuclear science

FORECAST Partially foreseeable needs		ANALYSIS specific/non-occupational Turkish migrant worker. German in a German-speaking country.
CATEGORY	ELEMENTS	NEEDS
AGENTS A.	1.1.3 Migrant worker 1.2.4 Football 1.4 Munich 2.4 6-12 3.1.2 Colleague/colleague 3.2.5 Complicity 3.3.9 x speakers/addressees + x addressees/speakers	- be able to play football with a German amateur team - have a friendly manner towards colleagues
TIME B.	1.2 Late afternoon 1.3 Evening 2. 3-4 hours per week 3.3 Regularly	
PLACE C.	1.1 Federal Republic of Germany 1.2 Bavaria 1.3 Munich 2.1.5 Sports field 3.5 Other activities: football	- have a vocabulary proper to football
FUNCTIONS D.	1. Expression/exchange 2. Description/explanation 3. Request/order	- be able to use lexical and syntactic groups appropriate to these functions and objects as they pertain to football
OBJECTS E.	1. Information/notification 5. Action/fact 6. Contact/relation 7. Animate/inanimate	
MEANS F.	1. Spontaneous speech/direct listening	- understand explanations, orders and advice - where necessary, give same

References

We have not thought it necessary to give a full list of the works read or consulted in the preparation of this working paper. For the most part they are sufficiently well known.

On the other hand, it may be helpful for those wishing to adapt our model directly to specific practical applications to be able to refer to a few studies.

1. General problems of permanent education and learning units in general

1.1 Fundamentals for an integrated educational policy
Studies on Permanent Education No. 21/1971
Strasbourg - CCC - October 1971

2. Definition of language needs

2.1 Goal analysis, content definition and evaluation in modern languages at the university level
Skepparholmen Symposium, 19 - 24 October 1970
Working papers
Strasbourg - CCC/ESR/LV (71) 19
Especially:

2.1.1 Lindell, E.
The analysis of language needs in society
(pp. 9-19)

2.1.2 Rasmussen, J.
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